PUBLIC, NONPUBLIC AND AEA
REFERENCE MATERIAL FOR COMPLETING THE SPRING
BASIC EDUCATIONAL DATA SURVEY (BEDS)

2012-2013 SCHOOL YEAR

SPRING BASIC EDUCATIONAL DATA SURVEY

REFERENCE MANUAL

Iowa Department of Education
Bureau of Information and Analysis Services
Grimes State Office Building
Des Moines, Iowa 50319-0146

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Introduction

This document contains instructions for all data collected on the Spring BEDS forms from Public and Nonpublic schools. Therefore, you may not be required to provide some types of information (i.e. Public schools will not provide LEP/ELL Program Placement data via BEDS). When you have a question, refer to the instructions for that particular form.

BE SURE TO KEEP A COPY OF THE BEDS REPORT FOR YOUR FILES.

District/System Level Forms:

Information in this section describes the district/system as a whole and should be completed at the central administrative offices.

Anti-Bullying/Harassment (Public Schools and Nonpublic Schools)

Anti-Bullying/Harassment data is no longer collected thru Spring BEDS.

Please contact Penny Bisignano at 515-725-2142 or email penny.bisignano@iowa.gov.

Early Start Waiver (Public Districts and Nonpublic Schools)

Purpose:

Section 279.10 of the *Iowa Code* indicates that the school year shall begin on the first day of July. Districts cannot officially start classes any earlier than a day during the calendar week in which the first day of September falls. However, Subsection 4 of 279.10 provides a mechanism for districts to request a waiver to start the school year earlier than specified in *Code*. Districts wanting to request an early start waiver may do so using the Early Start Calendar Waiver Request form.

Guidance:

Section 279.10 of the *Iowa Code* specifies that school shall continue for one-hundred and eighty (180) days. This form asks districts and non-public schools to identify their intended start date, their intended end date, and request an early start waiver if applicable. Those districts and non-public schools requesting an

early start waiver must also indicate the date of a public hearing which addressed the impact of an earlier start date locally.

Non-publics may hold the hearing independently of the public system. If the hearing is held in conjunction with the public district, the non-public calendar must be specifically identified as part of the Board action related to the Early Start Waiver request.

Public hearings related to the request for an Early Start Waiver must be held prior to start of the new school year, July 1st.

Department of Education Website

Waivers and Exemptions

http://educateiowa.gov/index.php?option=com_content&task=view&id=483&Itemid=1219

Iowa Code: 279.10

http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode

Graduation Requirements (Public Districts and Nonpublic Schools with High Schools)

Purpose:

Local districts adopt graduation requirements in accordance with state mandates. The locally defined requirements are identified as a specific "number of units" for specified curricular areas. Local graduation requirements which are in compliance with state law provide a foundation for the acquisition of the skills, knowledge and behaviors needed for life in the 21st century. The Graduation Requirements form enables districts to report local requirements for the current graduating class of seniors, the projected requirements for the current freshman class and to validate compliance with state law.

Guidance:

The State Board of Education adopted rules establishing a core curriculum for Iowa high school students graduating in 2010 -11 and beyond. Since that time, all students graduating from Iowa districts and accredited nonpublic schools must satisfactorily complete four years of English and language arts, three years of mathematics, three years of science, three years of social studies and one unit of Physical Education.

On the Graduation Requirements form, indicate the number of Carnegie Units, not semester credits, required for high school graduation based on the 9-12 program which accumulates required and elective credits.

One Carnegie Unit is earned for a course which meets at least 200 minutes per week for 36 weeks or is taught for the equivalent of 120 hours of instruction. For example, a class which meets one 50 minute period a day for both semesters is usually two local credits, but only one Carnegie Unit. (Use fractional units if necessary (e.g., 0.5, 0.25, 0.33).

Even though many more courses may be offered and taught in a district, identify only the units required for high school graduation.

Iowa Administrative Code: 281-- 12.5(5)

http://search.legis.state.ia.us/nxt/gateway.dll/ar/iac?f=templates&fn=default.htm

Kindergarten Plus

Purpose:

The Iowa Department of Education is committed to providing effective early learning services and programs to children, birth to five years of age, and their families. Having a variety of accessible quality programs affords educational opportunities for Iowa's youngest students. Investment in early childhood programs is considered to have life-long benefits to children, families and communities. Data submitted through the Kindergarten Plus and Child Care Program forms will verify and validate early childhood education as one of Iowa's educational priorities.)

Guidance:

Kindergarten Programs

Report the number of buildings offering the specific type of kindergarten program within the district. All buildings offering a kindergarten program should be accounted for in the column labeled "Number of Buildings".

If the district's kindergarten program type is NOT listed in the choices provided, select Other and describe the program in the "Comments" box provided. These programs types may be unique to a community or fill a particular void or need.

Department of Education Website

Kindergarten to Grade 3
http://educateiowa.gov/index.php?option=com_content&task=view&id=632&Itemid=2140

Child Care - Summer and Breaks

- Summer means a program that is offered during the months when school is not typically in session.
- School breaks mean when school in not in session due to a national holiday or planned school break in accordance with the district's master calendar.

Early Childhood Advisory Committee

Report data related to the existence and functioning of an Early Childhood Advisory Committee. This is a committee that specifically looks at the status of programming in the district for young children through the early primary grades, typically PK – 3.

LEP/ELL Staffing (Public Districts and Nonpublic Schools)

Purpose:

Iowa Code requires that when a student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional Bilingual instruction. In meeting this requirement, district personnel need access to ongoing support and professional development as they help students of limited English proficiency participate successfully in academic instruction provided in English. The LEP/ELL Staffing form provides districts the opportunity to report the types of professional development activities related to the teaching and learning of limited English proficient students and to cite the number of participants involved in such activities.

Guidance:

The Department of Education has monitoring and technical assistance responsibilities for LEP/ELL programming. The LEP/ELL Staffing form asks for the LEP/ELL Contact for the building. This individual may be the building administrator or the LEP/ELL coordinator for the school.

The identification of the type(s) of Professional Development activities is required on the form. Check as many activities applicable to the teaching and learning of LEP/ELL students as needed.

A variety of district and community people may be involved in Professional Development activities related to limited English proficient students. Participation totals based on category type must be accounted for and entered as whole numbers.

Department of Education Website

English Language Learners

http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391

Iowa Code: 280.4

http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode

Iowa Administrative Code: 281-- 60.3

http://search.legis.state.ia.us/nxt/gateway.dll/ar/iac?f=templates&fn=default.htm

Iowa Administrative Code: 281-- 60.5

http://search.legis.state.ia.us/nxt/gateway.dll/ar/iac?f=templates&fn=default.htm

Postsecondary Enrollment Options (Public Districts)

Purpose:

The Postsecondary Enrollment Options (PSEO) Act offers Iowa high school students an opportunity to experience a wider variety of academic courses and promotes participation in rigorous academic curricula. The PSEO Act enables eleventh and twelfth grade students to enroll part-time in nonsectarian courses in eligible postsecondary institutions of higher learning in Iowa. Currently, ninth and tenth grade students identified as gifted and talented according to the district's criteria and procedures may also participate. The Postsecondary Enrollment Options form allows districts to post the cost for all PSEO eligible courses.

 Guidance:

The availability of and requirements for the program must be included in the district's student handbook. Information about the program must be provided to the student and the student's parent or guardian prior to the development of the student's core curriculum plan under section 279.61 of the *Iowa Code.* The

school district shall establish a process by which students may indicate interest in and apply for enrollment in the program.

Enter the total amount for which the district was billed by postsecondary institutions for postsecondary enrollment options (PSEO) courses. This amount cannot exceed the number of PSEO courses taken by students multiplied by $250.

Department of Education Website

Postsecondary Enrollment Options Act

http://educateiowa.gov/index.php?option=com_content&view=article&id=1856&Itemid=2596

Iowa Code: 261E.6

http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode

Principal Evaluations

Purpose:

Principal Evaluation data are collected as a part of the State Fiscal Stabilization Fund (SFSF) program. Indicator (a)(7) Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level.

Guidance:

Report all principals employed by a school in the district during the school year.

Include principals who were not evaluated in the field for the total number of principals, but leave them out of the field for number evaluated, number evaluated but not rated and the number of principals evaluated by performance level.

Districts should report on the evaluation method or system with the primary purpose of evaluating the performance of principals for personnel performance records and personnel actions such as promotions and tenure. Such systems may include other functions, but MUST include personnel matters as their primary function.

When an evaluation does not utilize a summative performance ranking for reporting at two or more levels, count the principal as Evaluated, Not Rated.

Situation	How to Report
The principal works at multiple schools in more than one district and is evaluated based on performance at one school.	Once at the district with the school where the principal was evaluated
The principal works at multiple schools in more than one district and is evaluated based on performance at multiple schools.	Once at the district with the school where the principal spends the majority of time.

Department of Education Website

Administrator Quality

http://www.educateiowa.gov/index.php?option=com_content&task=view&id=1451&Itemid=2444

Building Level Forms:

Information in this section describes the building level forms and should be completed by the person responsible for the particular information being requested.

Address Review (Public Schools and Nonpublic Schools)

Purpose:

Each year the Iowa Department of Education publishes the *Iowa Educational Directory*. This directory is distributed to various educational, legislative, business and community entities throughout Iowa. Data submitted through the Address Review forms are the foundation for the directory and provide current district information for a variety of purposes.

Guidance:

To review and/or edit address information click the button for a specific building. This will take you directly to the "Address Information" form which allows you to

make the needed changes. If no changes are required, simply select the "Info Is Correct" button. Select "Back to Address Review Page" to review and/or edit other buildings.

To make a change to an existing building, click "Request Changes" on the Address Information form. Once all changes have been made, click "Post Request" to save. This will let the Department know that the building has been reviewed and updated.

Please examine all elements of the Address Information form to ensure accuracy.

To return to the "Address Review" form, select "Back to Address Review Page."

Adding or Closing a Building

To add a building to the district, select "Address Information" from the Dropdown Menu. Navigate to "Building 0000" on the School Dropdown Menu and click "Go." On the form for the District Office Building is a button labeled "Add New Building." Clicking this button will open a form requesting information about the new building. Complete the form, review data for accuracy and click "Post Request." These changes will not become effective until July 1.

To close a building, select "Address Review" from the Form Dropdown Menu. Select the building that you are closing. Click "Close this Building." Verify that the building is to be closed by selecting "Yes, I want to close this Building." This will e-mail the Department a notification that the building is to be closed for the upcoming school year. Again, these changes will not become effective until after July 1.

Corollary Information

All buildings posted to the Address Review form must meet all requirements under Chapter 12 and Federal accountability. Buildings listed on the Address Review Form that cannot meet the requirements of Chapter 12 would be considered a program and should not have a number which designates them as a school. Programs need to be affiliated with a comprehensive school. The affiliation of which is a local decision.

If the district has a program which is currently identified as a building, select the building and choose "Close this Building" button on the Address Information Form. This action removes the building as a reportable school for the submissions of data. The building may still exist with programs and students intact, but it would no longer be required to meet the requirements of Chapter 12 and Federal accountability.

Child Care Programs

Purpose:

The Iowa Department of Education is committed to providing effective early learning services and programs to children, birth to five years of age, and their families. Having a variety of accessible quality programs affords educational opportunities for Iowa's youngest students. Investment in early childhood programs is considered to have life-long benefits to children, families and communities. Data submitted through Kindergarten Plus and Child Care Programs will verify and validate early childhood education as one of Iowa's educational priorities.

Guidance:

Report number of students served in school-age child care programs offered through the district; in conjunction with another agency or organization or with parent fees. If the district hosts any of these programs, identify the classroom, enter the type of operation, the program standard, DHS license number if applicable and number of children served.

 Department of Education Website

Before and After School Programs

http://educateiowa.gov/index.php?option=com_content&task=view&id=800&Itemid=1301

LEP/ELL Program Placement (Nonpublic Schools)

Purpose:

Limited English Proficient (LEP)/ English Language Learners (ELL) refers to a student who has a native language other than English and whose proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background. Report students meeting any of the following criteria:

1. Student is in an English Language Instructional program;

2. Student is identified as LEP/ELL but is not in an English Language Instructional program due to no program or parental choice or transitioning out of

the program.

Guidance:

If your school had no LEP/ELL students reported for the current school year click the box indicating no LEP/ELL students. Then, click the Update button. If the "None" box is checked, no additional information is necessary.

If your school submits data through SRI (formerly EASIER) and you are getting this form, please check the 'None" box and click 'Update'. Otherwise please continue reading this section.

Example:

☐ Check here and click on UPDATE if your school had no Limited English Proficiency students.

Part A: Identifies the English Proficiency level of LEP/ELL students at the time of placement. Enter the number of LEP/ELL students by grade level and proficiency level. Then enter the number of students by the placement test used.

Part A: Enter the number of LEP/ELL students by grade level and proficiency level. Then enter the number of

Grade Level	ELL Program Placement			Test Used		
	Non-Proficient	Limited	Proficient	IDEA Proficiency Test	Language Assessment	TELPA
PK						
K						
01						
02						
03						
04						
05						
06						
07						
08						
Totals	0	0	0	0	0	0

If other, please Specify in box below

Part B identifies the number of LEP/ELL students by LEP/ELL program. Program type descriptions are listed below.

Bilingual Dual Language Program- Also known as two-

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way or developmental. Students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

Transitional Bilingual Program- Also known as early-exit bilingual education. Utilizes a student's primary/native language in instruction. The program maintains and develops skills in the primary/native language and culture while introducing, maintaining, and developing skills in English. The primary purpose of the program is to facilitate the ELL student's transition to an all English instructional program while receiving academic subject instruction in the primary/native language to the extent necessary.

Bilingual Heritage Language Preservation Program- Program that continues with the development of a student's native/home or ancestral language

English as a Second Language Sheltered English Instruction Program- An instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary, for concept development in mathematics, science, social studies, and other subjects.

ESL Pull-Out- A program in which ELL students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language.

English as a Second Language Structured English Immersion Program- The goal of this program is acquisition of English language skills so that the ELL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of ELL students, possessing a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary/native language.

Other English as a Second Language Program (not listed)- Other English as a Second Language Program (not listed)

Part C asks for the total number of LEP/ELL students and by-grade counts of LEP/ELL students who have been retained in their grade at the end of the year, placed in special education programs, placed in a gifted and talented program, dropped out of school or are being transitioned. If there are no students in a specific category you may leave it blank.

Part C: LEP/ELL Students Educational Status for the Current School Year:

Grade Level	Status					
	Retained in grade	Placed in Special Education Program	Placed in Gifted & Talented Program	Dropped out of school	Transitioned Year 1	Transitioned Year 2
PK						
K						
01						
02						
03						
04						
05						
06						
07						
08						
Totals	0	0	0	0	0	0

For more information regarding LEP/ELL students, contact John Scott at (515) 281- 3805 or john.scott@iowa.gov

Department of Education Website

English Language Learners

http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391

Iowa Code: 280.4

http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode

Iowa Administrative Code: 281--60.3

http://search.legis.state.ia.us/nxt/gateway.dll/ar/iac?f=templates&fn=default.htm

Iowa Administrative Code 281--60.5

http://search.legis.state.ia.us/nxt/gateway.dll/ar/iac?f=templates&fn=default.htm

LEP/ELL Student Reclassification (Nonpublic Schools)

Purpose:

Information regarding the number of limited English proficient students exiting and re-entering your school's LEP/ELL program need to be collected and reported. These data are submitted on the Student Reclassification form.

Guidance:

If your school or district had no LEP/ELL students or none exited or re-entered the program, please check the "None" box and click Update.

If your school submits data through SRI (formerly EASIER) and you are getting this form, please check the 'None' box and click 'Update'. Otherwise please continue reading this section.

Provide a grade level count of all LEP/ELL students that exited and/or re-entered at some point during or at the end of the school year.
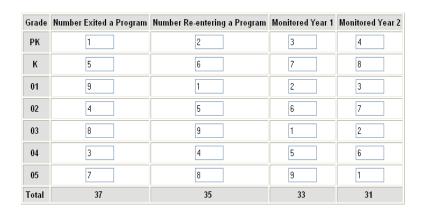
Exited: A student is considered as "Exiting" the LEP/ELL program if they have successfully met the exit criteria established by your school for completion of the LEP/ELL program.

Re-entered: A student is considered as Re-entering the LEP/ELL program if they "Exited" the program at some point in the past but needed additional LEP/ELL services during the current school year and returned to the LEP/ELL program.

Monitored Year 1 and Monitored Year 2: A student is considered monitored if they are proficient in English and have exited the program. These students are being monitored academic success for up to two years. These students no longer need to take the placement test.

Click the Update button to save the changes.

Provide a grade level count of all LEP/ELL students that exited, re-entered, or being monitored at some point during or at the end of the school year.

Grade	Number Exited a Program	Number Re-entering a Program	Monitored Year 1	Monitored Year 2
PK	1	2	3	4
K	5	6	7	8
01	9	1	2	3
02	4	5	6	7
03	8	9	1	2
04	3	4	5	6
05	7	8	9	1
Total	37	35	33	31

Department of Education Website

English Language Learners

http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391

Iowa Code: 280.4

http://coolice.legis.state.ia.us/Cool-ICE/default.asp?category=billinfo&service=IowaCode

Iowa Administrative Code: 281-- 60.3

http://search.legis.state.ia.us/nxt/gateway.dll/ar/iac?f=templates&fn=default.htm

Iowa Administrative Code 281-- 60.5

http://search.legis.state.ia.us/nxt/gateway.dll/ar/iac?f=templates&fn=default.htm

School Minutes

Purpose:

School minutes was originally planned as part of the Federal School Improvement Grant (SIG) program, authorized under section 1003(g) of the Elementary and Secondary Education Act (ESEA) of 1965 as amended. Iowa Department of Education also collects this data to help determine if districts are meeting the minimum number of school days as required by Iowa Code 279.10 and Iowa Administrative Code Chapter 12.1(7).

Guidance:

School minutes is used to calculate the number of minutes that all students were required to be at school and for PLAS schools, any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.

The reporting period is for the regular school year. If you are a PLAS school and summer session is part of implementing the restart, transformation, or turnaround model, then the reporting period is regular school year plus summer session.

School year minutes are the total of all full school days and partial school days and for PLAS schools any increased learning time provided to all students in the school.

For PLAS schools, minutes from an activity that was not available to all students are not included.

Teacher Evaluations

Purpose:

Teacher Evaluation data are collected as a part of the State Fiscal Stabilization Fund (SFSF) program. Indicator (a)(4) Provide, for each district in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.

Guidance:

Report all teachers employed by a school in the district during the school year.

Include teachers who were not evaluated in the field for the total number of teachers, but leave them out of the field for number evaluated, number evaluated but not rated and the number of teachers evaluated by performance level.

Districts should report on the evaluation method or system with the primary purpose of evaluating the performance of teachers for personnel performance records and personnel actions such as promotions and tenure. Such systems may include other functions, but MUST include personnel matters as their primary function.

When an evaluation does not utilize a <u>summative</u> performance ranking for reporting at two or more levels, count the teacher as Evaluated, Not Rated.

Situation	School that reports
The teacher works at multiple schools in the same district and is evaluated based on performance at one school.	Once at the school used for the evaluation
The teacher works at multiple schools in the same district and is evaluated based on performance at multiple schools.	Once at the school where the teacher spends the majority of time
The teacher works at multiple schools in more than one district and is evaluated based on performance at one school.	Once at the school used for the evaluation
The teacher works at multiple schools in more than one district and is evaluated based on performance at multiple schools.	Once at the school where the teacher spends the majority of time

Teacher Evaluation

http://www.educateiowa.gov/index.php?option=com_content&task=view&id=538&Itemid=1290

Teacher Quality

http://www.educateiowa.gov/index.php?option=com_content&view=article&id=1026&catid=56&Itemid=1289

Technology Access

Purpose:

As educators use technology to engage students through online learning opportunities, it is important that districts' infrastructure and hardware be able to support the research, learning, and assessment activities. The data collected will help districts and the state analyze current levels of preparedness, budget and plan for future needs, and develop minimum standards for teaching and learning in the digital age. These data will help make a compelling case for improving Internet access and use in our schools.

Guidance:

Enter the number of internet connected devices/computers that are used for student instruction and are available for student use. **DO NOT** count computers or devices used exclusively by staff. Connected devices/computers mean those that connect directly to the Internet and have a minimum of a 10 inch screen.

Bandwidth to the building plays a key role in the number of devices that can be made available and the use and functionality of these devices. Identify the bandwidth currently available to the building. Select only one option.